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An historical account of the
educational development of
Negro schools in Geneva Co.

THE ALABAMA STATE COLLEGE AT
MONTGOMERY, ALABAMA

The Graduate School

AN HISTORICAL ACCOUNT OF THE EDUCATIONAL DEVELOPMENT
OF NEGRO SCHOOLS IN GENEVA COUNTY, ALABAMA FROM
1931 TO 1951

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Education

John Lonzo Trotman

Division of Education

August, 1953

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Dedicated To .

My Wife
Minnie Dolores Trotman

And

My Children
Bettye Joyce Charles Jerome
Cynthia Dolores Michael Bernard

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ABSTRACT

Trotman, John Lonzo, An Historical Account of the Educational Development of Negro Schools in Geneva County, Alabama, From 1939 to 1951, Unpublished Master's Thesis, Alabama State College, Montgomery, Alabama, August, 1953

A. Purpose of Study

The purposes of this study are to: (1) show the educational development of the Negro schools in Geneva County, Alabama; (2) ascertain whether the growth has been gradual or spasmodic; (3) discover factors which influenced or retarded the growth; and (4) make recommendations for further progress.

B. Scope of Study

The study covers a period of twenty years. It is concerned with the educational progress of Negro schools in Geneva County, Alabama. It considers the progress made in the following phases: pupil enrollment; number of teachers employed and teacher certification; the length of school term; teacher's salaries; number of schools; consolidation; and transportation.

C. Method and Procedure

The historical method is employed in this study. The data for this study were secured from the office of the Superintendent of Education,

Geneva, Alabama, and the Annual Reports, State Department of Education, Montgomery, Alabama. The analysis and interpretation of the data are presented in Chapter III.

D. Summary Statements

The population of Geneva County is predominately white. The Negro population makes up about one-tenth of the total population. The Negro school population is also about one-tenth of the total school population. The enrollment in the Negro schools of Geneva County increased from 949 in 1931 to 1,243 in 1951. The breakdown of these figures into school departments showed that the elementary school enrollment decreased concurrently with the increase in the junior and senior high school enrollments. Immense progress was made in teacher professional growth. There was a gradual rise in teacher certification until World War II interfered. Several teachers left the teaching profession and went into war plants, and some entered the Armed Services. After the war, some of these teachers returned to the teaching profession.

The average length of school term increased from six to nine months. There were constant increases in teacher salaries. In 1931 the average annual salary for elementary teacher was \$134, while in 1951 the average annual salary for elementary teachers was \$1,782. Consolidation cut the number of Negro schools from thirteen in 1931 to six in 1951, a decrease of more than 50 per cent. Pupil transportation at public expense, began in 1945 with the employment of four privately-owned busses. The number of busses was increased from four in 1945 to six in 1951.

E. Conclusions

1. The enrollment decreases in the elementary grades.
2. The enrollment increased in the junior and senior high school grades.
3. The teachers increased in number employed and in professional growth.
4. The school term increased from six months in 1931 to nine in 1951.
5. Teacher' salaries increased within the ranks as well as by teachers receiving higher certificates.
6. Concolidation made a more equal distribution of educational opportunities to all pupils in the county.
7. Busses for pupil transportation have increased enrollment and attendance.
8. The educational development of Geneva County Negro schools has been gradual.

F. Recommendations

1. Compulsory attendance and the Child Labor Laws should be enforced.
2. An attendance officer should be employed.
3. The number of senior high schools should be reduced from five to two, and all the other schools should be elementary schools.
4. The County Board of Education should purchase busses to transport rural children to school.

5. New teachers should not be employed if they have less than four years of college training.

6. All salaries should be increased and extended over a twelve month period.

7. Provisions should be made for adequate extra-curricular activities.

8. The County Board of Education should work earnestly to accredit the Negro schools in Geneva County.

9. The County Board of Education should work toward the establishment of equal educational opportunities for all of its school population.

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AN HISTORICAL ACCOUNT OF THE EDUCATIONAL DEVELOPMENT OF
NEGRO SCHOOLS IN GENEVA COUNTY, ALABAMA,
1931-1951

CHAPTER I

INTRODUCTION

According to one historian, there are several concepts of history. These concepts may be used as guides to future action. He states:

"There are those who are devoted to history for history's sake. To them the rightness of the record is the thing to be desired. There are others who are interested in history because they found the men and women of the past and the conditions under which they lived quaint and strange, while many of the incidents of the older time as seem as interesting as fiction. And there are those of the third class who look to history mainly for help in understanding present problems and for guidance in facing the future. Each of these concepts of the meaning of history has a certain validity."¹

Periods of prosperity, culminating in a speculative, inflationary "boom" have invariably been succeeded by periods of financial panic, depression, deflation, and hard times. Serious depressions in history, recurring at irregular intervals of about twenty years, have given rise to the term, "business cycle." The stock-market crash of 1929 was believed to have been merely a temporary decline in business. In the spring of 1930, there was, indeed, a brief period of recovery, but business soon resumed its downward trend. By 1931, it was more serious than any similar economic disturbance in our history.

¹Mott, Frank Luther, American Journalism, MacMillian Company, (June, 1949), p. 4.

With each business cycle there is a parallel trend in the field of education. The financial status of a country has much to do with the educational growth of the country. Since the depression was evident in 1931 and each business cycle is paralleled with an educational cycle of similar trends, the writer has chosen to study the educational developments of Negro schools in Geneva County, Alabama, during the period beginning in 1931 and ending in 1951.

All educational systems have made progress during the period from 1931 to 1951, but the facts presented in this study deal with the development of Negro schools in Geneva County, Alabama. The writer seeks to determine whether the growth has been gradual, or spasmodic; to find the underlying causes of this growth; and to make recommendations which will accelerate the progress in the Geneva County school system regarding the Negro schools.

Since no study of this kind has been made of the Negro schools in Geneva County, Alabama, the educational progress has not been measured and evaluated. Certainly there is a need for a study of the Negro schools in Geneva County, Alabama, in order to ascertain the characteristics of the educational development and make recommendations for further improvements. ¹

¹Dorf, Phillip A., A Concise Survey of the United States History in World Setting, Oxford Book Company, New York, (August, 1949), pp. 200-210.

A. Purpose

The general purpose of this study is to find out what the Negro schools in Geneva County have done, in the light of educational growth, during the years from 1931 to 1951. The specific purposes of the study are to: (1) show the amount of progress made in the Negro schools of Geneva County, Alabama, (2) ascertain whether or not the educational growth has been gradual or spasmodic, (3) discover the factors which influenced or retarded the growth, and (4) make recommendations for further progress.

B. Hypotheses

The writer is of the opinion that there has been significant educational development in the Negro schools of Geneva County, Alabama. He believes that the growth has been gradual, and that there is a need for the acceleration of this growth in order to meet the educational standards of the State Department of Education.

C. Scope

This study covers a period of twenty years. It is concerned with the progress of Negro schools in Geneva County, Alabama. It considers the progress made in the following phases: pupil enrollment; number of teachers employed and teacher certification; length of school term; teacher salaries; number of schools; consolidation; and transportation.

D. Procedure

The data for this study were secured from the Office of the Superintendent, Geneva County, Alabama and the Annual Reports, State Department of Education, Montgomery, Alabama. The data on enrollment are presented in Table I, showing the number of pupils enrolled in the elementary, junior high, and senior high departments. The data on teacher certification and number of teachers employed annually are shown in Table II. Table III contains data on the length of school term, and data on teacher salary, monthly and annually. The number of schools operated annually and the number of schools consolidated are placed in Table IV. Table V presents facts on pupils transported and number of busses employed.

E. Treatment of Data

The historical method is employed in this study. An intensive study was made of the data. The analysis and interpretation of the data are presented in Chapter III, from which the writer has derived valid conclusions.

F. Significance of the Study

This study is significant in its uniqueness, since it is the first of its kind in Geneva County, Alabama. It will make the county educational officials cognizant of the accomplishments of the Negro schools. It will serve as a stimulus to future actions for greater support in improving Negro education in Geneva County, Alabama.

G. Background of the Study

In a civilization such as we enjoy with roots so deeply embedded in the past, any adequate understanding of world practices calls for some tracing of development to give proper background and perspective.

Geneva County is located in southeast Alabama. Its boundaries are Houston County on the east, Coffee and Dale on the north, Covington on the west, and the state of Florida on the south. This area was originally inhabited by the Creek Indians. No one knows how many Indians once lived in Geneva County, but the earliest federal government census of Geneva County showed 2,559 in the year 1870 just two years after the county was formed.

Geneva, the County seat, was settled in 1836 by Henry A. Younge, an immigrant from Switzerland. It is the oldest settlement in Geneva County and was named in honor of Geneva, Switzerland. It was established at the fork of the Pea and Choctawhatchee Rivers. Other leading towns in Geneva County in order of size are Samson, Hartford, Slocumb, and Coffee Spring. During the same year Geneva was settled, Captain Milledge Cox started a barge line which ran from Geneva to Pensacola, Florida. A stage coach line from Pensacola to Tallahassee via Geneva, with mail twice a week, was maintained for many years.

Geneva County was first created in 1868 at the December session of the State Legislature. Formerly it had been parts of Coffee, Dale, and Henry Counties. At the beginning its area was 694 square miles, but, with various alterations of boundaries, it was finally reduced to 578 square miles.

Southwest of Samson, a few miles below the Ray Ferry Bridge on Pea River, there are five acres or more of prehistoric mounds. Some of them are thirty feet high and several yards long. Not one of them has been molested since the mound-builders, or Indians built them centuries ago. After the great flood of 1929, many Indian relics were found in Mr. Columbus Hill's field, which is near one of the mounds mentioned above, indicating that it was once a big Indian village probably occupied by the Creek Indians. Many Indian signs were found near Geneva in the county a few years ago. The Creeks camped by its cool springs and did much hunting in the vicinity.

Because of the many stately pine trees in the county, the production of turpentine was the first important industry. The lumber industry followed the turpentine industry. After the clearing away of the forest by the saw-mills, farming came to be the leading industry. Farming is still holding its own as the leading industry. However, the factory is gradually making itself felt as a new source of labor; there are about five textile mills in Geneva County.

The leading crops of Geneva County are peanuts, cotton, and corn. Cotton was once the leading crop; but, with the coming of the boll weevil, farmers sought a new crop to take its place. Dr. George Washington Carver pointed out the importance of the peanut by his many discoveries in regard to the numerous by-products that could be made from the peanut. Peanuts have supplanted cotton as a money crop in this area. The income from cattle and hogs now exceeds the income from cotton. Corn, sweet potatoes, and truck farming are other important sources of revenue.

Originally, most of the white settlers of Geneva County came from the Carolinas and Georgia. A few slaves were brought along as domestic servants. The population of Geneva County is predominantly white. The 1930 census showed that there was a total population of 30,104. Of that number 3,868 were Negroes. Therefore, the white population comprised 87.1 per cent of the total population.

The early schools of Geneva County were crude affairs made of logs. Often the size was 14 x 8 feet. They were operated solely by private support. They ran from three to six months annually. These early schools taught the fundamentals of reading, writing, and arithmetic, to which were added physiology and hygiene. In spite of the hardships, the early schools contributed much to the educational progress of Geneva County, Alabama.¹

¹Geneva County Reaper. "Fifty Years of Progress," (November, 1948), Volume XXXIX, Number 6, pp. 205-287.

CHAPTER II

REVIEW OF RELATED LITERATURE

While the present status of educational opportunities is far from satisfactory, it must be recognized that much progress has been made during the period of this study. With attention centered on the educational progress of Negroes, there are two points which should be emphasized in this study. The first is the tremendous progress that has been made in Negro education in the United States during the past quarter of a century. In practically every area of educational service progress has been noteworthy; in enrollment, attendance, term length, grade distribution, transportation, teacher salary, and teacher preparation. In some areas the differential between salaries of white and Negro teachers has been eliminated; in other areas, marked progress has been made toward this end, though in many cases inequalities continue unchanged. In certain counties and communities in Alabama, consideration must be given to the positive advancement that has been made in curriculum development, health instruction and service; education for home life, community-school relationship, and research. Such efforts are encouraging, and the officials and teachers responsible for them are to be commended.

The second point that should be emphasized is the failure of a large portion of the Negroes to take full advantage of the opportunities offered. It should be said at the outset that, in general, Negroes are

prompt in taking advantage of whatever opportunities are available, as evidenced by the statistics of their educational progress. However, there are instances, for example, of failure of the Negro children to use the full term that is provided, because of late registration, late entrance, early leaving, irregular attendance, and tardiness; all this when the situation is entirely under their control. Often they fail to take advantage of the courses offered, particularly in vocational subjects.

The entire question of race relations in which the educational problems are involved is a two-fold matter. Prejudice not only exists between racial groups, but also between members of the same racial group. As a result, there are frequently serious differences concerning the techniques to be used in solving educational problems. While it is recognized that the greatest responsibility lies with the majority group, both white and Negroes must face the facts of the inequality of educational opportunities honestly, fearlessly, and charitably if a solution is to be reached.

While Negroes are a minority group, they are neither an immigrant nor an alien group. They are essentially American, believers in democracy, sharing the hopes, participating in the labors, accepting the responsibilities of citizenship, and becoming a real force for democracy. They have been identified with this nation and with this state from the beginning. They have helped in the discovery, exploration, settlement, building, and defense of this country. They have learned the ways of the American white man and in practically all

phases of life have developed similar patterns of behavior. The Negroes have not only progressed in assimilating the civilization of America but have made definite contributions to it and have been active participants in its formations.

Some of the achievements of the Negroes have been made under severe limitations and frequently under conditions of discrimination. Education has been the chief means of progress, but, while varying in amount and equality, it has generally been very inadequate. The time has now arrived when states and communities which have not already done so should take steps to plan and provide adequate facilities and opportunities for the education of Negroes, realizing that they are thus promoting the general welfare.

Deficiencies of Negroes, based on past history or on an abnormal present position in the American social order, are no longer excused either by whites or by Negroes. Rather, the same standards of achievement in every sphere and activity are required, the same kind of education is due Negroes as any other racial group, varying only in terms of individual needs, capacities, and interests.¹

A. Enrollment

School enrollment as applied to pupils in public or private schools may be interpreted in two different ways. One interpretation may apply to the number of pupils on the roll at any given date; another

¹ Southern States Work Conference, Building a Better Region Through Education, Tallahassee, Florida, (June, 1945), pp. 297-314.

may refer to all pupils of a given class, or district whose names have been on the register at any time during a given period. School enrollment according to the first interpretation gives a picture of the total number of different pupils cared for at a given time; while the latter refers to the total number of different pupils cared for during a given period such as a week, month, or year. Enrollment in this sense may be called total enrollment, which means the number of different pupils who attended school at any time during the period or periods under consideration.¹ The interpretation of "enrollment" employed in this study is that of the second interpretation as stated above. This interpretation will better suit the case of this study because the writer will be concerned with annual enrollment.

The school census of 1945-1946 showed that there were 254,361 Negroes from six to eighteen years of age, inclusive, in the state of Alabama. Of that number, 226,055 were enrolled and 28,306 not enrolled. There is a public law on the statute books concerning enforced attendance, but funds are inadequate to employ as many supervisors as are necessary to provide for its enforcement. The enforcement of this attendance law would greatly increase Negro school attendance. If the Negro children who are out of school were forced to attend, allowing thirty-two pupils to a teacher, it would be necessary to provide 885 additional classrooms and as many teachers for 1947-1948.²

¹Heck, Arch O., "School Enrollment," Encyclopedia of Educational Research, Macmillan Company, New York, (June, 1941), pp. 1015-1016.

²Owen, Marie Bankhead, "Negro Education," The Story of Alabama, Lewis Historical Publishing Company, New York, (June, 1949), p. 415.

B. Teacher Preparation

A good school is one in which the growth and the welfare of all members of the professional staff are fostered. Other factors are important and necessary, but nothing can take the place of good teachers. Good teaching is an art in which achievement is always relative, in which one must move either forward or backward. Continuous growth on the part of the professional staff is the foundation of a good school program.¹

Certification is one method of stating the qualifications of teachers. The basis for the issuance of certificates from 1899 to 1915 was by examination. In 1915 a teacher training program was set up in the state institutions of higher learning and certificates were issued on the basis of professional training as well as examinations. In 1921 differentiation was made in the type of certificates issued to show training in elementary and secondary fields; in special fields, and the field of administration.²

The school code enacted by the legislature of 1927 gives the State Board of Education extensive powers to control the certification of teachers for the public schools of the state. Section 41, Article IV, of the Alabama School Code provides that the State Board of Education shall prescribe rules and regulations governing the training and certification of teacher

¹ Caswell, Hollis L., Education in the Elementary School, American Book Company, New York, (June, 1942), p. 64.

² Alabama Curriculum Bulletin, Number 3, 1937, p. 133

in the public schools of the state. Section 240, Article XVII, of the code provides that:

...all matters relating to the issuance, extension, and renewal of certificates based on examination or upon credentials including transcripts of applicants, records submitted by institutions of higher learning ... shall be subjected to the rules and regulations of the State Board of Education...

While Section 343 of the same Article states that:

...certificates hereafter to be granted shall be those based upon credentials showing academic and professional or the special training of the applicant, as may be authorized and prescribed under the rules and regulations approved by the State Board of Education...¹

The fact that this power has given the State Board of Education final authority on certification has also enabled them to set up a new program for certification or to continue the present program. There are many persons teaching in Alabama on certificates which do not meet the present standards. There are several persons in Alabama teaching on emergency and defense certificates. Most of this group have had little or no college or special training.

The following is a list of the standards in regard to the types of certificates as set up by the State Board of Education:

Rank	College Training	Certificate
I	Master's Degree	Class "A"
II	Bachelor's Degree	Class "B"
III	Three Years of College	Class "C"
IV	Two Years of College	Class "D"
V	One Year of College or less	Class "E"

¹Alabama School Code, State of Alabama, Department of Education, Montgomery, Alabama, (June, 1937), p. 33.

The teacher is the most important factor in determining the quality of any educational program and in determining the rate of progress of the school program. A good teacher can do a surprisingly fine job with poor equipment, inadequate housing, and limited materials of instruction. A poor teacher can make a travesty of the educational process in the finest situation that can be devised. The ideal, of course, is a good teacher in a good educational environment.¹

C. Teacher Salaries

Each county board bases salary differentials on a single principle or by the use of a combination of principles. Some common criteria for the assignment of teachers to definite salary schedule are (1) amount of general and professional training and the number of years of experience, (2) the type of position to be filled, (3) sex of the teacher, (4) race, and (5) value of the teacher to the school system.

The most frequent type of salary schedule has as its base two factors—training and experience. The teacher's initial place upon the schedule is determined by the amount and quality of his previous training; subsequent increments are provided for additional training and experience. This practice is a just and easily determined basis for scheduling salaries. Differentials in salary should not be based upon sex or race, or be in favor of high school teachers as compared with elementary teachers.

The difference between the salaries paid to Negro teachers and to white teachers of similar training and experience has in the past been

¹Hollis, Caswell L., op. cit., p. 43.

defended in several ways. Some have maintained that, in general, white and Negro teachers who have had the same number of years of college education and same length of teaching experience are not equally qualified; that the Negro teachers are less competent than the white because their school and college experiences have been inferior to those of the white. The unequivocal decisions of the United States Supreme Court in regard to salary differentials based on race have left no doubt as to its illegality.¹ The State of North Carolina has wiped out these differentials, and rapid progress has been made in certain other Southern States. It is the hope that the authorities concerned in all Southern States will make plans acceptable to the Negro teachers for equalizing salaries without waiting for court actions.²

The Geneva County School System, previous to 1948, had two salary schedules, one for white and one for Negro teachers. At the beginning of the 1948-1949 school term, the Geneva County Board of Education set up one salary schedule which applied to teachers of both races, which meant that Negro and white teachers having the same amount of college training and the same number of years of experience were to be paid the same salary.

¹Southern States Work-Conference, op. cit., pp. 315-316.

²Ibid, pp. 315-316.

D. The Length of the School Term

The length of the school term at the present time is uniform all over the State of Alabama. The average length of the school term of today is from 175 to 180 days. From 1920 to 1928, the length of the school terms was: from fifty-eight to ninety-seven for secondary schools. The term increased to an average of about 119 days by 1928. In 1929 the length of school term increased from 119 to 136 days.¹ In 1931 the length of the school term in Geneva County was approximately seven months for the secondary schools, but the elementary schools' school term was approximately six months. By 1948 all school terms had increased to nine months.

E. Pupil Transportation

Pupil transportation is another factor that has much to do with the educational development of schools of the state. The growth of pupil transportation increased when the various school systems began consolidation. The increase in pupil transportation has paralleled the improvement in means of transportation. It has also paralleled two significant trends in American education, the increase in secondary school attendance and the breakdown of local financial support. Between 1890 and 1910, twenty-five states passed legislation making transportation permissive or compulsory, bringing the total to thirty-one. By 1920 all states either had provided for or had permitted pupil transportation.²

¹Todd, Ruby, "Educational Progress of Negroes in Lamar County Alabama, 1920-1940," Unpublished Master's Thesis, Alabama State College, Montgomery, Alabama, 1946.

²Abel, J. F., "Consolidation of Schools and Transportation of Pupils," United States Bureau of Education Bulletin, Number 41 (1923), p. 10.

The growth of pupil transportation may be regarded as an expression of American ideals to bring the school closer to the home. Transportation has, in many cases and especially in rural areas, brought secondary education within an hour of home. If it had not been for pupil transportation, many pupils would not have been able to secure secondary education.

There are two distinct plans for furnishing transportation. First, by busses privately owned, and second, by busses owned and operated by the county. Up until 1951 the first method was used in Geneva County. This has not proved satisfactory because there was not any uniformity in structure, dependability, and safety. In most cases the Negro bus owners were not able to purchase and maintain good busses. Hence, their services were not as prompt, comfortable, and safe as the whites.

The state should be primarily responsible for financing transportation because education is a state function. The state should guarantee a reasonable degree of equal education opportunities for all of its children, regardless of race, creed, or color. Where transportation is necessary to provide equal educational opportunities economically, the state should pay for it.

F. School Consolidation

Conditions producing the need for school consolidations came chiefly from: (1) the need for instructional programs that can hardly be offered in small schools, (2) migration of people from one community to another, and (3) teachers load reduced below the minimum requirement

of ten pupils. There is no hard and fast definition of what is meant by consolidation as a term in educational consolidation. In statistical reporting consolidation has been considered as a union or combination of two or more rural districts or schools formerly existing separately, either with or without transportation. Consolidation, with transportation, is of the utmost importance, for one without the other will defeat educational progress. The question may be asked, where did the idea of transportation of pupils originate? Howard A. Dawson wrote an article on "Consolidation," in which he states: "Transportation of pupils originated in the consolidation of small rural schools. It was first tried in Massachusetts where it was legalized in 1869."¹

Parents in many rural areas have long realized that they could not hope to secure school facilities for their children comparable to those of children living in the city unless they employed the method of consolidation of small schools. The ever-pressing need for better instruction and for economy in expenditures has served as a great impetus to school consolidation and the resultant pupil transportation.²

School transportation is of two types and involves two distinct problems. It may involve the abandonment of two or more local administrative units and the combination of their territory into a single unit without changing the location of a building or the organization of the school. On the other hand, it may involve the abandonment of a selected group of schools within an existing administrative unit and the establishment of a new school at some convenient point. School consolidation may

¹ Dawson, Howard A., "Consolidation," Encyclopedia of Educational Research, Macmillan Company, New York, 1941, p. 362.

² Southern States Work-Conference, op. cit., p. 333.

be used to refer to the re-organization of school administrative units, or for school attendance units, or for the re-organization of both kinds of units concurrently.¹

The condition which prompted consolidation in Geneva County was the need for instructional programs that were not offered in the one and two-teacher schools. In 1931, there were thirteen Negro schools in Geneva County. In 1951 there were only six schools, and five of these were high schools. All five of these Negro high schools are within a radius of sixteen miles from the geographical center of Geneva County. It would be a forward step toward greater educational growth in Geneva County if these five high schools were consolidated into one, and not more than two high schools.

¹Dawson, Howard A., op. cit., pp. 1313, 1314, 1315.

CHAPTER III

INTERPRETATION OF DATA

The educational achievements presented in this chapter are in the form of tables. Each table is followed by interpretative statements.

The data, secured from the Office of the Superintendent of Education, Geneva County, and supplementary data taken from the Annual Reports of the State Department of Education, Montgomery, Alabama, have been compiled in five tables. Since without pupils there could be no schools, the first table is concerned with annual pupil enrollment. Table II contains data about the number of teachers employed and the type of certificates they hold. Table III presents a clear picture of the length of the school term for each calendar year from 1931 to 1951. It also shows the average monthly and annual salaries of elementary and high school teachers. Table IV is concerned with the number of schools in operation annually, and the number of schools consolidated during the time of this study. The last table points out the number of pupils transported annually in the elementary and high schools, and the number of busses employed to transport them. It covers the period from 1945 to 1951, because there were no pupils transported to Negro schools in Geneva County at public expense before 1945.

TABLE I

NUMBER OF PUPILS ENROLLED ANNUALLY IN THE ELEMENTARY, JUNIOR HIGH,
AND SENIOR HIGH DEPARTMENTS OF THE NEGRO SCHOOLS IN
GENEVA COUNTY, ALABAMA, 1931-1951

Year	Grades 1-6	Grades 7-9	Grades 10-12	Total	Per Cent of Enrollment (Per Cent to the nearest tenth).			Tot- al
					Grades 1-6	Grades 7-9	Grades 10-12	
1931-1932	890	59	0	949	93.8	6.2	0	100
1932-1933	847	62	0	909	93.2	6.8	0	100
1933-1934	819	69	0	888	92.2	7.8	0	100
1934-1935	892	64	10	966	92.3	6.6	1.1	100
1935-1936	875	80	24	1079	90.4	7.4	2.2	100
1936-1937	923	68	27	1018	91.0	6.7	2.3	100
1937-1938	917	103	16	1036	88.5	9.9	1.6	100
1938-1939	950	106	13	1069	88.9	9.9	1.2	100
1939-1940	939	138	34	1111	84.5	12.5	3.0	100
1940-1941	904	137	19	1060	85.3	12.9	1.8	100
1941-1942	851	114	27	992	85.8	11.5	2.7	100
1942-1943	799	144	27	970	82.4	14.8	2.8	100
1943-1944	817	123	38	978	83.5	12.6	3.9	100
1944-1945	835	157	55	1047	79.8	15.0	5.2	100
1945-1946	842	190	84	1116	75.5	17.0	7.5	100
1946-1947	863	175	72	1110	77.7	15.8	6.5	100

TABLE I (Continued)

Year	Grades 1-6	Grades 7-9	Grades 10-12	Total	Per Cent of Enrollment (Per Cent to the nearest tenth).			
					Grades 1-6	Grades 7-9	Grades 10-12	Total
1947-1948	847	237	108	1192	77.7	15.8	6.5	100
1948-1949	882	256	115	1253	70.7	20.4	9.2	100
1949-1950	839	272	117	1228	68.2	22.1	9.7	100
1950-1951	823	286	134	1243	66.2	23.0	10.8	100

ANALYSIS OF DATA

A. Pupil Enrollment

In Table I, page 22, the following facts were noted: the per cent of enrollment in the elementary grades gradually decreased while the per cent of enrollment in the junior and senior high gradually increased. In 1931 the number of pupils enrolled in the elementary grades was 890 or 93.8 per cent of the total enrollment. Twenty years later the number of pupils enrolled in the elementary grades was 823 or 66.2 per cent of the total enrollment. This shows a decrease of 57 or 27.6 per cent in enrollment in the elementary grades. The junior high enrollment increased from 59 or 6.2 per cent in 1931 to 286 or 23 per cent in 1951. The senior high enrollment increased from none in 1931 to 134 or 10.8 per cent in 1951. The highest annual enrollment for junior high was 286 in 1951. The highest annual enrollment for senior high was 134 in 1951. There was an increase in enrollment of the elementary pupils from 1931 to 1935, but from 1935 to 1951 the elementary enrollment decreased. The increase in elementary enrollment from 1931 to 1935 may be explained by the following facts: The children were not promoted every year because of a short school term; large enrollment; and a limited number of teachers in the one and two-teacher schools. The total school enrollment increased from 949 pupils in 1931 to 1243 pupils in 1951. The per cent of increase in enrollment over the twenty year period was 31 per cent.

B. Number of Teachers and Their Certifications

It is a fact that the economical status of education was affected greatly by the depression which was evident in 1931. Teachers were financially unable to further their education, and the state and local educational systems were not able to employ enough teachers to meet the needs of successful teaching. Table II, page 25, shows that in 1931 seventeen teachers were employed to teach 949 pupils dispersed through grades one to nine in Geneva County Negro schools, while in 1951 forty-five teachers were employed to teach 1234 pupils. There was a gradual increase in the number of teachers employed by the Geneva County Board of Education from 1931 to 1951. The average number of pupils per teacher in 1931 was fifty-six, while the average number of pupils per teacher in 1951 was twenty-eight.

Most of the teaching positions in Geneva County from 1931 to 1935 were filled by teachers who had one year or less of college training. From 1935 to 1947 most of the teaching positions were filled by teachers who held a college degree. In 1951 there was one "A" certificate, twenty-eight "B" certificates, three "C" certificates, two "D" certificates, and eleven "E" certificates among the forty-five teachers employed in Geneva County. From 1931 to 1951 the number of teachers who held a Class "A" certificate was 2 or .3 per cent of total number of teachers employed, Class "B" 135 or 21.6 per cent, Class "C" 54 or 8.7 per cent, Class "D" 144 or 23.1 per cent, and Class "E" 289 or 46.3 per cent.

There have been gradual increases in the number of teachers employed and teacher professional growth.

TABLE II
ANNUAL DISTRIBUTION OF NEGRO TEACHERS, GENOVA COUNTY, ALABAMA ACCORDING TO CERTIFICATION,
1931-1951

	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	Total	Nearest tenth Per cent
Class "A"	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	.3
Class "B"	0	0	1	3	4	4	2	2	4	6	4	4	3	3	6	9	10	18	24	28	135	21.6
Class "C"	0	0	0	0	0	5	4	1	2	2	2	2	3	3	4	6	5	6	6	3	54	8.7
Class "D"	1	0	2	2	2	4	5	13	13	15	19	21	9	9	10	4	5	5	3	2	144	23.1
Class "E"	17	16	14	17	20	11	16	13	13	9	6	6	17	19	12	11	11	22	22	17	289	46.3
Total	17	17	17	22	26	24	27	29	32	32	32	33	32	37	42	36	39	41	44	45	624	100

*Information shown in this table is discussed on pages 22 and 24.

G. The Length of School Term

The data in Table III, page 27, shows that the length of school term in Geneva County in 1931 was six months. There was a gradual increase in the length of school term from 1931 to 1935. In 1935 the length of school term dropped from seven months to 5 $\frac{3}{4}$ months. In 1936 the length of school term returned to seven months and remained at this level until 1942. In 1942 the length of school term increased to 8 $\frac{1}{4}$ months. The next year the length of school term increased to 8 $\frac{1}{2}$ months and remained at this level for three years. In 1946 the length of school term increased to nine months and it was still at this level in 1951.

D. Teacher Salary

Teachers' salaries in Geneva County in 1931 were very low. The depression certainly had a large share in determining the amount teachers were to be paid. Table III, page 27, shows a gradual increase in salary during the period studied. In 1931 the annual salary for an elementary teacher was \$134, while in 1951 the annual salary for the elementary teacher was \$1782. The salary in 1951 is about thirteen times the 1931 salary. The annual salary of a high school teacher in 1931 was \$192, while in 1951 it was \$1971, which is about ten times the salary paid in 1931. The amount of increase for elementary teachers is greater than the increase for high school teachers. This difference in increase of elementary and high school teachers' salaries possibly can be charged to difference in the type of certificates held by each group of teachers.

TABLE III

LENGTH OF SCHOOL TERM AND AVERAGE SALARIES (MONTHLY AND ANNUALLY) OF
NEGRO TEACHERS OF GENEVA COUNTY, ALABAMA,
1931-1951

	Length of School term (Months)	Average Monthly Salary		Average Annual Salary	
		Elementary	High	Elementary	High
1931-1932	6	\$23	\$32	\$138	\$129
1932-1933	6 $\frac{1}{2}$	23	32	144	200
1933-1934	6 $\frac{1}{2}$	38	49	238	302
1934-1935	7	41	41	237	287
1935-1936	5 $\frac{1}{2}$	43	51	247	316
1936-1937	7	41	65	287	455
1937-1938	7	41	52	287	364
1938-1939	7	42	61	294	427
1939-1940	7	44	58	308	406
1940-1941	7	48	48	336	336
1941-1942	7	42	77	294	539
1942-1943	8 $\frac{1}{2}$	55	63	454	520
1943-1944	8 $\frac{1}{2}$	65	74	552	629
1944-1945	8 $\frac{1}{2}$	88	65	604	552
1945-1946	8 $\frac{1}{2}$	71	109	748	920
1946-1947	9	158	200	1422	18000

TABLE III (Continued)

Year	Length of School term (Months)	Average Monthly Salary		Average Annual Salary	
		Elementary	High	Elementary	High
1947-1948	9	182	221	1638	1989
1948-1949	9	194	219	1782	1971
1949-1950	9	198	226	1746	2034
1950-1951	9	198	219	1782	1971

E. Number of Schools and School Consolidation

It can be seen at a glance in Table IV, page 30, that the number of elementary schools decreased concurrently with the increase in the number of junior and senior high schools. In 1931, twelve or 92.3 per cent of the schools in Geneva County were elementary schools, one or 7.7 per cent were junior high schools, and there were no senior high schools. In 1941, ten year later, the picture had changed to: Eight elementary schools or 66.6 per cent; three junior high schools or 25 per cent; and one senior high school or 8.4 per cent. In 1951 the number of elementary schools had decreased to one or 16.7 per cent while the number of junior high schools had decreased to none, and the number of senior high schools increased to five or 83.3 per cent. In the course of twenty years all elementary schools, except one, were consolidated or became junior high schools and then finally senior high schools. In 1951 there was a total of six Negro schools in Geneva County. Five of these are senior high schools and the other one is an elementary school.

F. Consolidation

In 1931, according to Table IV, page 30, there was a total of thirteen Negro schools in Geneva County, twelve elementary schools and one junior high school. In 1932 one of the elementary school was discontinued for some reason or was consolidated with one of the other schools. Another elementary school was consolidated in 1944. In 1945 the county

TABLE IV

NUMBER OF SCHOOLS LISTED ANNUALLY, AND NUMBER OF SCHOOLS
CONSOLIDATED IN THE NEGRO SCHOOLS OF
GENEVA COUNTY, ALABAMA, 1931-1951.

Year	Grades 1-6	Grades 7-9	Grades 10-12	Total	Number of Schools Consoli- dated	Per Cent of Schools			
						1-6	7-9	10-12	Total
1931-1932	12	1	0	13	0	92.3	7.7	0	100
1932-1933	11	1	0	12	1	91.7	8.3	0	100
1933-1934	11	1	0	12	0	91.7	16.7	0	100
1934-1935	10	2	0	12	0	83.3	16.7	0	100
1935-1936	10	2	0	12	0	83.3	16.7	0	100
1936-1937	10	2	0	12	0	75.0	25.0	0	100
1937-1938	9	3	0	12	0	75.0	16.7	8.3	100
1938-1939	9	2	1	12	0	75.0	25.0	8.3	100
1939-1940	8	3	1	12	0	66.7	25.0	8.3	100
1940-1941	8	3	1	12	0	66.7	16.7	16.7	100
1941-1942	8	2	2	12	0	66.7	16.7	16.7	100
1942-1943	7	3	2	12	0	58.3	25.0	16.7	100
1943-1944	5	4	3	12	0	41.7	33.3	25.0	100
1944-1945	5	3	3	11	1	45.4	27.3	27.3	100
1945-1946	3	2	4	9	2	33.3	22.2	44.5	100
1946-1947	3	1	4	8	1	37.5	12.5	50.0	100

TABLE IV (Continued)

Year	Grades 1-6	Grades 7-9	Grades 10-12	Total	Number of Schools Consoli- dated	Per Cent of Schools			
						1-6	7-9	10-12	Total
1947-1948	1	0	5	6	2	16.7	00.0	83.3	100
1948-1949	1	0	5	6	0	16.7	00.0	83.3	100
1949-1950	1	0	5	6	0	16.7	00.0	83.3	100
1950-1951	1	0	5	6	0	16.7	00.0	83.3	100

employed four busses to transport the rural children to school, and in the same year two more elementary schools were consolidated. In 1946 another school was consolidated, and in 1947 two more elementary schools were consolidated. Finally in 1951 consolidation had left only six schools.

G. Transportation

Transportation at public expense for Negro pupils in Geneva County had its beginning in 1945. In that year the county employed four busses to transport Negro pupils. Table V shows that four busses transported 338 elementary pupils and 86 high school pupils in 1945, a total of 524 and an average of 106 pupils per bus. It may be pointed out here that some of these busses made as many as two or three trips. In 1947 two more busses were employed, making a total of six. In this year the six busses transported 385 elementary pupils and 95 high school pupils, making a total of 480 pupils, an average of 80 pupils per bus. This fact shows a decrease in bus load. In 1951 six busses transported a total of 578 pupils, which was the largest number of Negro pupils transported in Geneva County at public expense in any one school term. The average number transported this year per bus was 96.33 pupils. This shows an increase over 1947.

TABLE V

NUMBER OF PUPILS TRANSPORTED ANNUALLY, ELEMENTARY AND HIGH SCHOOL,
AND THE NUMBER OF BUSES EMPLOYED, GENEVA COUNTY, ALABAMA,
1945-1951

Year	Number of Buses	Elementary	High School	Total	Daily Average Per Bus
*1945-1946	4	338	86	424	106.00
1946-1947	4	317	82	399	99.75
1947-1948	6	385	95	480	80.00
1948-1949	6	435	125	560	93.33
1949-1950	6	404	147	551	91.83
1950-1951	6	414	164	578	96.33

*Pupil transportation did not begin until the school term of
1945-1946.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The population of Geneva County is predominately white. The Negro population makes up about one-tenth of the total school population. The enrollment in the Negro schools of Geneva County increased from 949 in 1931 to 1243 in 1951. A breaddown of these figures into school departments showed that the elementary school enrollment decreased concurrently with the increase in the junior high and the senior high schools enrollments. Immense progress was made in teacher professional growth. There was a gradual rise in teacher certification until World War II interferred. Several teachers left the teaching profession and went into war plants, and some entered the armed services. After the war, some of these teachers returned to the teaching profession.

The average school term increased from six months to nine months. There was constant increase in teacher salary. In 1931 the average annual salary for elementary teachers was \$134, while in 1951 the average annual salary for elementary teachers was \$1782. Consolidation cut the number of Negro schools from thirteen in 1931 to six in 1951, a decrease of more than 50 per cent. Pupil transportation, at public expense, began in 1945 with the employment of four privately owned busses. The number of busses was increased from four in 1945 to six in 1951. There have been noticeable increase in all phases studied.

A. Conclusions

1. The enrollment decreased in the elementary grades.
2. The enrollment increased in the junior and senior high school grades.
3. The teachers increased in number employed and in professional growth.
4. The school term increased about 50 per cent.
5. Teachers' salaries increased within the rank as well as by teachers having higher certificates.
6. Consolidation made a more equal distribution of educational opportunities to all pupils in the county.
7. Busses for pupil transportation have increased enrollment and attendance.
8. The educational development of Geneva County Negro schools has been gradual.

B. Recommendations

1. Compulsory attendance and the Child Labor Laws should be enforced.
 2. An attendance officer should be employed.
 3. The number of senior high schools should be reduced from five to two, and all the other schools should be elementary schools.
 4. The County Board of Education should purchase busses to transport rural children to school.
 5. No new teachers should be employed if they have less than four years of college training.
 6. All salaries should be increased and extended over a twelve month period.
 7. Provisions should be made for adequate extra-curricular activities.
 8. The County Board of Education should work earnestly to accredit the Negro schools in Geneva County.
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